

学 位 论 文

自学考试制度研究

Research of Self-taught Examination
System

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内 容 提 要

自学考试制度是我国独创的教育基本制度，但目前尚未形成相对独立和颇具特色的理论研究体系。本论文以自学考试制度的过去、现在和未来为研究线索，以自学考试制度的历史、理论和实践为研究内容，以回答什么是自学考试制度、自学考试制度发展状况怎么样、如何完善和建设自学考试制度为研究目的，并着重对自学考试制度未来向何处去、走何条道路和路如何走好等重大问题进行探讨，试图构建自学考试制度研究的基本框架。

本论文共分为六章。第一章以基本问题研究为切入点，运用思维逻辑、实践经验和理论创新等观点，对自学考试制度概念进行了分析和界定；从国民、社会和国家三大主体，学习、教育和考试三大要素，揭示自学考试制度的基本特征；运用现代学制、现代远程教育和国际教育标准新视角，对自学考试制度类型进行划分和定位。第二章从国内和国际两个方面，从政策法规、业务规范、管理体制和组织机构四大系统，对自学考试制度的创新路径和变迁轨迹进行了初步的考察和分析，并揭示其强制性变迁、诱致性变迁等演进特点；同时，对自学考试制度的外来影响也进行了尝试性分析。第三章从教育学、考试学和社会学等角度，对自学考试制度的要素、结构、机制、功能等问题进行理论思考，提出“三论”：要素组合论、多重属性论和双向功能论，初步奠定了自学考试制度的理论基础。第四章从定性定量、一般与个别相结合的角度，分别从规模速度、结构、质量和效益四个方面，对自学考试制度发展现

状进行多方位的实证分析，揭示自学考试制度发展的规律性，并对突出问题及其原因进行剖析。第五章从终身教育论、终身学习论、学习社会论等方面，分析自学考试制度与学习型社会的内在联系及其制约因素，提出自学考试制度未来发展的必然趋势、取向、路径和对策。第六章从法规建设的现实基础、国际法规的比较借鉴等方面，提出完善自学考试制度的优先行动方案，即自学考试暂行条例修订及其建议，并着重论述了三种修订线路图和四个方面修改的法律建议。

关键词： 高等教育、自学考试、制度研究

Abstract

The Examination System of Self-taught Education (ESOSTE) is a unique system of Chinese education though there hasn't yet been a relatively separate or systematic study of it. Based on the past, present and the possible future state of ESOSTE, with the study of the history, theories and practices of the ESOSTE, this paper probes for answers to some significant questions of the ESOSTE including the one of its future development, and tries to set up a preliminary framework of the study of ESOSTE.

This paper falls into six chapters. Beginning with a study of basic questions, the first chapter logically analyzes and defines the concept of the ESOSTE. It reveals the basic characteristics of the ESOSTE from the three subjects ---the people, society and nation and the three elements--- study, education and examination. It categorizes and evaluates the ESOSTE from the three standpoints of modern school system, modern distance education and international education standards.

From the domestic and international perspectives, the second chapter considers the creativity and evolution of the ESOSTE, which reflects the changing characteristics such as forced changes and induced changes based on the four large systems---regulations and policies, professional norms, managing system and organizational structures. The external impact on the ESOSTE is also tentatively analyzed.

From the angles of pedagogy, examination system, and sociology, the third chapter deals with such questions as the elements, structures, organic

system and functions of the ESOSTE, putting forward the “three theories” ---theories of the combination of elements, of the multiple property and of the two-way function, which preliminarily establishes the foundation of the theory of the ESOSTE.

From the perspective of the combination of qualitative and quantitative analysis as well as that of the general and the individual, the fourth chapter gives an empirical case study on the present states of the ESOSTE, including the four aspects---scale and speed, structure, quality and benefit. The mechanism of the development of the ESOSTE is studied and the critical problems and their causes are analyzed.

The fifth chapter discusses the limitations and inter-relationship between the ESOSTE and the learning society, based on the theories of the life-long education, life-long learning and learning society. Some predictions of the trends of the development in the ESOSTE are made , and some policies are proposed for the future ESOSTE.

According to the existing statutes and in comparison with the international statutes, the sixth chapter advances a priority action plan to perfect the ESOSTE. The chapter proposes modifying the provisional regulations, laying special stress on the three route maps for revision and proposals on the law amendment from four aspects.

Key words: higher learning; self-taught education; examination system research

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自学考试制度研究^①

引 论

一、研究的缘由与目的

随着我国改革开放和社会经济的发展,科学技术的进步,经济结构的战略调整,社会主义市场经济体制的不断完善,加入 WTO,现代化和城镇化进程的逐步加快等,自学考试制度已明显不能适应形势发展的需要。面对新形势和新要求,自学考试必须从国家制度层面作出快速的反应,使自学考试更加符合教育规律和客观实际,更加符合中国国情和世界发展潮流。如果外部环境和现实情况已经发生了根本性的变化,而自学考试制度仍拘泥于以往的模式,不能保持与时俱进的制度品格,那么就有可能遭受严重的挫折。因此,研究自学考试制度发展问题,不仅已成为自学考试研究的当务之急,也是教育发展研究的一项战略性任务,不能等闲视之。

从我国高等教育改革和发展的情况来看,随着高等教育改革和发展的步伐加快,办学层次和形式更加多样,入学条件更加宽松,学习方式更加灵活,终身教育和继续教育时空更加拓展。特别是 1999 年以来,普通高等学校和成人高等学校大幅度扩招,高等职业教育和民办高等学校迅速壮大,网络学校和远程教育异军突起,广播电视大学注册视听生和开放教育试点项目相继推出等,使整个高等教育格局发生了巨大的变

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^① 目前我国自学考试制度实际上有高等教育自学考试制度和中等专业教育自学考试制度之分。由于中等专业教育自学考试制度诞生于高等教育自学考试制度之后,是仿照和依附于高等教育自学考试制度,而且中等专业教育自学考试制度未能在全国范围迅速、持续、全面推广起来,其教育规模和社会影响也难以与高等教育自学考试制度相比拟,因而本文所称自学考试制度是指高等教育自学考试制度,并未包含中等专业教育自学考试制度。

化。这些变化既为自学考试制度提供了良好的发展机遇，同时也提出了严峻的挑战。另外，国际和国内高等教育市场竞争也愈来愈激烈，自学考试原来在高等教育体系中的许多优势正在丧失。从 2001 年开始，我国已有不少省市自学考试事业发展出现停滞甚至严重滑坡的现象，这不能不说是一种信号或警示。面对如此激烈的竞争和挑战，自学考试制度必须尽快审时度势，积极应对，兴利除弊，扬长避短。

从自学考试发展状况来看，我国自学考试制度创建 20 多年来，“截至 2003 年上半年，累计有 4112 万人（不重复计）参加自学考试，全国平均每 34 个人中就有一人参加，累计培养专科、本科毕业生 586 万人，目前有在籍学生 1900 万人，是我国规模最大的开放式高等教育”。^①另外，“2003 年我国高等教育总体规模约为 1900 万人，毛入学率达到 17%，其中普通高等学校本、专科在校生 1109 万人，其余为成人高校、远程教育、民办高校学历文凭、自学考试等各种形式的学生；高等教育毕业生规模基本是普通高校、成人高校、自学考试各占 1/3。”^②自学考试发展如此迅速，效益如此显著，与自学考试制度本身的科学性、优越性、灵活性是密不可分的，也是我国稳步推行自学考试制度的必然结果。面对如此庞大的自学考试事业和高等教育形式，必须建立起一种与之相适应的缜密的制度体系和科学决策机制。同时，自学考试已走过了 20 多个年头，也需要对发展历程和伟大实践进行一次全面的、科学的回顾和总结。

从自学考试制度建设来看，尽管国务院 1988 年 3 月颁布了《高等教育自学考试暂行条例》，在高等教育实践中曾发挥了巨大的积极作用，但其中有许多条文已滞后于自学考试实践，甚至严重制约和束缚了自学考试制度的改革和发展。修订高等教育自学考试暂行条例，已成为迫在

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^① 赵亮宏等：“高等教育要‘两条腿走路’”，《中国教育报》2004 年 8 月 24 日第 2 版。

^② 同上。

Degree papers are in the "[Xiamen University Electronic Theses and Dissertations Database](#)". Full texts are available in the following ways:

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